



### A SURVEY OF YOGA CURRICULUM AND TRANSACTION TECHNIQUES IN GOVERNMENT AND PRIVATE INSTITUTES IN MAHARASHTRA

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#### Abstract:

*Yoga is becoming increasingly popular among the youth population as a health intervention, physical education, and recreational activity. What constitutes yoga varies, as does what is taught and how it is taught. The objectives of this study were to examine yoga curricula to identify content, teaching strategies, and assessment; wellness dimensions addressed; whether national health and physical education standards have been met; implementation of loyalty management systems; and shared constructs between yoga and educational psychology.*

**Keywords:** *Health Intervention, Physical Education Activity, Recreational Activity, Youth Yoga Curriculums, Content, Teaching Strategies, and Assessments*

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#### Introduction:

The roots of yoga are in Indian soil that is mentioned in Hinduism's old sacred books and began thousands of years ago. Under Prime Minister Narendra Modi, the Indian government vigorously promotes yoga as a cultural practice that benefits physical and spiritual well-being. Yoga is offered by 40 colleges in Maharashtra. There are 14 privately owned, 12 public /government, and 5 privately owned that provide Yoga in Maharashtra. Yoga teachers today include yoga practitioners, personal trainers, classroom teachers, physical education teachers, massage therapists, and nurses (Lowry, 2007). A teacher's course can last from one weekend to more than two years. In a survey of 1,337 yoga teachers, Fishman (2009) observed that one of the causes of yoga injuries was unqualified teachers. He argued that yoga's

popularity has resulted in a rush to certify teachers, most of whom are not trained to teach inflexible individuals the movements and extreme postures that many yoga programs focus on. It has now become a profession for some yoga institutions and teachers. Yoga pedagogy is fluid and teachers are free to create curricula and teach based on their own interests and experiences. So there is a need for a proper curriculum and trained teachers.

#### Objectives:

1. To review the content of the yoga curriculum in several Universities of Maharashtra.
2. To identify different teaching strategies, and assessment methods through trained and untrained yoga teachers.

**Research Method:** A descriptive qualitative design was used that included a pre-survey and interview



questionnaires for trained and untrained yoga teachers, observation of yoga teacher sessions and a review of teaching manuals from several universities in Maharashtra.

The current study focused on the content, learning objectives, teaching techniques, and assessments applied in the yoga curriculum, as well as participants' experiences, beliefs, and interpretations of yoga in the creation and delivery of the yoga curriculum and individual lessons.

### Data collection:

For taking a review of the yoga curriculum in several Universities following points are considered

- **Yoga Curriculum in Indian Universities:** Yoga is a popular subject in Indian Universities, and many of them offer courses in yoga in their academic programs. In terms of content and level, these courses can range from short-term certificate programs to full-fledged bachelor's or master's degrees in yoga. The following universities in Maharashtra are famous for their yoga programs

- University of Mumbai
- Savitribai Phule Pune University
- Kavikulaguru Kalidas Sanskrit University
- Dr. Babasaheb Ambedkar Marathwada University
- Yashwantrao Chavan Open University, Nashik

**A. Current Information:** To obtain up-to-date information on the yoga curriculum and transaction techniques in universities in Maharashtra, you can consider the following steps:

- **University Websites:** Visited the official websites of the universities. They often provide detailed information about their academic programs, including yoga courses.
- **Research Journals:** Read research papers and academic journals related to yoga education in India. These sources contain information about the latest trends and practices in yoga curriculum and pedagogy.

- **Yoga Associations:** Contact yoga associations and organizations in Maharashtra, such as the Yog Vidya Gurukul, for information on yoga education in the state.

**B.** Data collected from a survey of 10 Yoga Institutions, interviews with 20 trained and 20 untrained yoga teachers, and a review of the Yoga curriculum in 5 Universities in Maharashtra

### Data Analysis:

Data was analyzed on the basis of a survey of Yoga Institutes in Maharashtra & interviews with yoga teachers.

### Objective -1 To review the content of the yoga curriculum in several Universities of Maharashtra.

The content of yoga was taken from elements associated with the yoga sutras, but mainly from contemporary books, interpretations and personal experiences. The curriculum was not regularly mapped and the elements were not defined. Non-yoga content included games, music, and stories that teach yoga poses and increase concentration, balance, and metacognitive skills. Yoga games were similar to physical education activities in that they were not competitive. Guided inquiry and dialogue were used as teaching tools. Assessments were underused and misinterpreted. Lessons were designed to engage students in different dimensions of well-being, promote self-awareness, focus and concentration, and teach relaxation techniques. Relaxation, self-awareness, relationship work and emotional state examination have been used to address spiritual health. Where necessary, the curriculum was adapted by the developers to meet the HPE criteria. Yoga was considered good for all developmental stages and could be adapted to special needs. Developers tended not to monitor fidelity, as rigid controls were considered contrary to the Yoga philosophy. Curriculum guides were not scripts, but rather resources. Workshops, films and online forums were used for further education. Emerging themes included learning goals such as attention, awareness,



metacognition, and self-regulation; dialogue as a teaching approach; and the impact of mindfulness and positive psychology on curriculum development. These point to multiple areas of study. Curriculum requires codification, definition, and mapping of elements as well as alignment of teaching practices with assessment. Beyond the physical poses, the benefits of yoga require further investigation.

### Yoga Curriculum Components:

The curriculum typically includes theoretical and practical aspects of yoga. Here are some common components:

- Yoga Philosophy: Study of classical texts like Patanjali's Yoga Sutras and the Bhagavad Gita.
- Asanas: Learning and practice of yoga postures.
- Pranayama: Breath control techniques.
- Meditation and Dhyana: Techniques for mental concentration and meditation.
- Anatomy and Physiology: Understanding the physical and physiological effects of yoga.
- Teaching Methodology: Techniques for teaching yoga to others.
- Yogic Lifestyle and Ethics: The principles of a yogic lifestyle.

### Objective-2 To identify different teaching strategies, and assessment methods through trained and untrained yoga teachers.

#### A. Use of content by trained and untrained teachers:

1. Yoga teachers have included both yoga content and non-yoga content in learning objectives, also known as activities, goals, or focuses.
2. Yoga curricula usually included lesson topics accompanied by activities and discussions about yoga values such as nonviolence and honesty.
3. The yoga curriculum adapted the lessons to the teaching conditions, interests and concerns of the community and administration, and the developmental level of the students.

4. In order to engage students, youth yoga curricula have tended to incorporate more inquiry-based teaching methodologies.

5. Yoga curricula lacked authentic assessment and some developers and teachers viewed assessment negatively.

#### B. Teaching techniques:

One of the teaching tactics used was the teacher's ability to convey yoga vocabulary and concepts that may be developmentally advanced in ways that the children could understand depending on their developmental stage. In addition, teachers needed to be able to present Sanskrit concepts and translations so that students could grasp them in their mother tongue.

Strategies used included understanding the classroom environment and students' energy levels, and using skills and tactics that engaged students. Most developers who train teachers emphasize this by emphasizing the teachers' previous experience teaching children. It was believed that teachers needed to relate to students in order for teaching tactics to be effective.

Yoga can be introduced into classrooms by physical education teachers who have no previous experience studying yoga as a warm-up activity for the fitness elements of yoga. If yoga is only seen as physical asanas, health education may not seem like the place to teach it. The detachment of the physical practices of yoga from awareness of breath, body, and mental states weakens the yoga experience for students. Yoga as just fitness ignores the other dimensions of wellness that contribute to shaping healthy, happy, engaged and enlightened young people, and therefore citizens.

#### C. Evaluation:

Different participants interpreted the assessment differently. Most participants were initially opposed to the idea of assessments, especially if they were perceived as comparing students to each other, discouraging students from participating or making students feel self-conscious. The survey found that of the four forms of



assessment, homework was used the most, performance the least, and responses to the two were starkly different; favorable for homework and unfavorable for performance-based assessment. Only Iyengar's manual provides traditional written exams with a wide variety of questioning tactics. The two yoga institutions created a series of flyers, questionnaires, and exit slips, as well as methods for interviewing students to gauge their buy-in and teach them self-assessment skills. Several creators have demonstrated an understanding of using assessments to help children perform better.

### Recommendations for Future Research:

1. Map yoga curricula and evaluate the effectiveness of different teaching styles and actual assessments in meeting the mapped content and learning objectives.
2. Create a sequential program for introducing positions for children, including developmentally appropriate levels for sequencing and safe periods for holding positions, and codify which positions are good for children, especially headstand and shoulderstand.
3. Define meditation, distinguish it from concentration, attention, mindfulness, and awareness, and map the appropriate activities and abilities to build it across developmental stages.
4. Assess the effectiveness of yoga practices that promote concentration, attention, mindfulness, and awareness of population-related characteristics.
5. Compare asanas and breath awareness with health and physical education activities that promote physical, social, emotional, intellectual, and spiritual well-being.

6. Evaluate the impact of age-appropriate health dialogues when practiced in conjunction with asanas and pranayama.

### Conclusion:

The commercial aspects of teacher training courses and the financial pressure on private yoga institutions and teachers to promote their products and gain more clientele also weakened the affinity for trained teachers as the number of teachers grew. Most private institutions were usually traveling and offering classes for yoga teachers, leaving very little opportunity to develop relationships with trained teachers after the weekend workshop. Evidence of the commercial aspects of the modern emergence of yoga can be found in teachers, websites often used to advertise upcoming workshops and training.

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